

St. Lucie Public Schools

Acceleration Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Acceleration Academy

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accelerationacademy.org

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Acceleration Academies is a national leader in re-engaging young adults not experiencing success in a traditional high school setting. We help identify their goals, overcome obstacles, build confidence, and pursue a personalized academic program to achieve the dream many had thought out of reach: a high school diploma.

Our success is rooted in earning the trust of the school districts with which we partner, the community organizations that support our mission, and the students and families we have the honor of serving year-round.

Provide the school's vision statement.

To transform the way education is delivered, by partnering with school districts to graduate more at-risk or unenrolled high school students than any other program in the country--giving them a second chance at a life that will make them and their families proud.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Latham, Paige	Principal	Oversee staff, students, and daily operations, communicate with various stakeholders, monitor data, develop and implement strategies to improve data points
Allen, Heather	Paraprofessional	Case management, assist various staff members and students, monitor data, implement strategies to improve data points
Ashah, Orlando	Teacher, K-12	Social Studies teacher
Brown, Valtena	SAC Member	Regional Vice Presidents of Florida Academies
Caso, Dave	Teacher, ESE	Prepare ESE documentation, consult with various staff members and ESE students, monitor data, implement strategies to improve data points as they relate to ESE students
Graves, Mark	SAC Member	Executive Vice President and Chief Engagement Officer
Husnander, Laura	School Counselor	Review transcripts and provide feedback to students, develop Personalized Learning Plans and keep them current, develop relationships with local post-secondary agencies to help students that have graduated, oversee state test preparations and schedules for testing
Keller, Margie	Registrar	Data Specialist
Negro, Karla	SAC Member	Former student/graduate

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Various meetings were held with stakeholders throughout the 2022-2023 school year to discuss both areas of strength and areas that continue to need improvement. During these meetings, suggestions were taken as to how Acceleration Academies could reach various goals in order to ensure that all of our students find success as a result of being enrolled at Acceleration Academies. School staff were included in the preparation of the SIP through informal and formal meetings as they would be primarily responsible for carrying out the plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Site data is reviewed on a weekly basis with the school leadership team via Zoom meetings and strategies are discussed to improve various data points. During bi-weekly check-ins, the Principal and her supervisor will review the SIP and progress made toward its goals to ensure that our plan is effectively increasing the achievement of our students, including testing participation and pass rates. During the last meeting between the Prinipal and her supervisor, the SIP plan will be specifically reviewed to determine what revisions, if any, need to be made based on the month's data.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 8-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	61%
2022-23 Economically Disadvantaged (FRL) Rate	62%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		43	50		46	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		22	38		37	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		61	64		29	40			
Social Studies Achievement*		60	66		43	48			
Middle School Acceleration					46	44			
Graduation Rate	17	91	89	23	58	61	22		
College and Career Acceleration	24	70	65	11	60	67	5		
ELP Progress		40	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	41
Total Components for the Federal Index	2

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	17

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	34
Total Components for the Federal Index	2
Percent Tested	
Graduation Rate	23

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	3	3
ELL	0	Yes	1	1
AMI				
ASN				
BLK	17	Yes	4	4
HSP	10	Yes	4	1
MUL				
PAC				
WHT	18	Yes	4	4
FRL	12	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	2
ELL				
AMI				
ASN				
BLK	26	Yes	3	3
HSP	35	Yes	3	
MUL				
PAC				
WHT	11	Yes	3	3
FRL	15	Yes	3	3

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students										17	24	
SWD											1	
ELL											1	
AMI												
ASN												
BLK											1	
HSP											1	
MUL												
PAC												
WHT											1	
FRL										10	2	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students										23	11	
SWD										20		
ELL												
AMI												
ASN												
BLK										26		
HSP										35		
MUL												
PAC												
WHT										11		
FRL										21	8	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students										22	5	
SWD												
ELL												
AMI												
ASN												
BLK										17		
HSP										29		
MUL												
PAC												
WHT										21		
FRL										19	9	

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	16%	48%	-32%	50%	-34%
07	2023 - Spring	*	43%	*	47%	*
08	2023 - Spring	*	43%	*	47%	*
09	2023 - Spring	*	42%	*	48%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	38%	*	48%	*
08	2023 - Spring	*	43%	*	55%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	34%	-32%	50%	-48%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	39%	-35%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	32%	61%	-29%	63%	-31%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	59%	-41%	63%	-45%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Based on the data from 2021-2022, our overall graduation rate was quite low overall at just 23%. While the data from 2022-2023 would show a bit of an increase, the graduation rate is still far below expectations. Student engagement and progress in their coursework due to low attendance rates as well as poor state testing attendance and scores are the two factors that have the greatest impact on the graduation rate at Acceleration Academies.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Between 2020-2021 and 2021-2022, the only data point that decreased was the graduation rate for White students. All other subgroups increased in graduation rate, as did the graduation rate for all students. This may have been due to many of the students in this cohorts-subgroup valued working more than going to school.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The graduation rate at Acceleration Academies has always been far below that of the district and the state based on the purpose of our school. Lack of engagement (attendance and progress in a course) coupled with poor testing attendance and scores are the factors that most impact the graduation rate at Acceleration Academies. Those students who don't "buy into" the program through engagement rarely remain enrolled and the testing requirements often prove quite daunting to our population. For these reasons, students may withdraw from Acceleration Academies before earning a diploma.

Which data component showed the most improvement? What new actions did your school take in this area?

From 2020-2021 to 2021-2022 there was an increase in overall graduation rate with the biggest improvement in the percentage of minority students graduating. This growth may be in part due to a more focused approach to engagement (progress and attendance) and testing procedures at Acceleration Academies in general. The implementation of daily data updates with pertinent information on various metrics being disseminated to all staff members was a strategy that contributed to the overall improvement of graduation rate. Preparing for and scheduling testing also became an area of focus which positively impacted our graduation rate; more students were given the opportunity the test which resulted in both increased testing attendance and an increased passing rate.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Based on the EWS data from past school years, it is apparent that the number of students with attendance concerns along with the number of students who have Level 1s on ELA and Math tests would be of greatest concern for Acceleration Academies and the graduation rate. Students who do not attend school on a regular basis (or might attend but do not engage in their coursework or make progress) miss out on necessary instruction required to pass the state tests for graduation. Those students who have attempted the Math and ELA tests in the past but have earned a Level 1 do not have the skills (either testing skills or content skills) necessary to earn passing score. It is difficult to improve test scores when students do not attend school on a regular basis. Both of these coupled together make graduating quite difficult and inevitably decrease the overall graduation rate.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Engagement (attendance and progress), passing scores on state tests, improved overall graduation rate

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

It is imperative that Acceleration Academies sets the expectation that adherence to the attendance/engagement/progress requirements is crucial to academic success. Lack of consistent attendance/engagement/progress negatively impacts various data points, including course completions, state assessment scores, and in-cohort graduation rates among all subgroups.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-2024 school year, Acceleration Academies will have an average monthly attendance/engagement rate of 80% or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Daily Edmentum usage reports; daily data tracker; onsite attendance data

Person responsible for monitoring outcome:

Paige Latham (platham@accelerationacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement company-wide attendance/engagement, Orientation, and retention protocol to improve attendance. Continue staff huddles and individual check-ins to discuss and strategically plan for students who struggle with consistent attendance/engagement. Develop and implement consistent coaching for staff who do not consistently reach expected progress on individual goals based on attendance/engagement. Implement weekly onsite small group instruction to drive attendance AND engagement in the learning process. Hire staff as needed based on increased enrollment to focus specifically on students who are hard to engage. Ensure that the sites have enough technology available to students so that they may effectively and consistently access their coursework both during and outside regular school hours as needed. Ensure that the site has supplies for students to engage in the learning, including TI-84 calculators for instruction in Algebra and Geometry courses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The attendance/engagement, Orientation, and retention protocols that Acceleration Academies have in place establish the expectation that students are required to meet attendance requirements in order to make adequate progress in their academic courses. Weekly staff huddles and individual check-ins, along with performance coaching, help ensure that all students are receiving a high level of progress monitoring/case management so they don't "fall through the cracks" in terms of attendance/engagement.

Implementing small group instruction develops a culture of learning while developing relationships, improving confidence in the content, and offering a different mode of instruction than is traditionally used at Acceleration Academies. Hiring more staff based on enrollment ensures that each student has a case manager that is able to effectively work with the student to overcome barriers to education.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement attendance/engagement and retention protocols with fidelity by holding staff members accountable for adhering to established protocols, including weekly contacts to all enrolled students from various staff members

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: The first 9 weeks of the 2023-2024 school year, all staff will be trained in these areas

Conduct weekly data dialogue sessions with staff via individual check-ins and staff huddles to analyze attendance and retention data to develop action plans to address chronic absenteeism

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: The first 9 weeks of the 2023-2024 school year, staff huddles and check-ins will be scheduled and implemented on a weekly basis

Implement Orientation with fidelity to ensure that students understand the attendance expectations (both engagement and onsite attendance) and staff begins the process of establishing strong relationships with students

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: The first 9 weeks of the 2023-2024 school year, all staff will be trained in implementation of Orientation

Plan, develop, and implement small group instruction that engages students in learning to help drive onsite attendance and engagement/progress

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: The first 9 weeks of the 2023-2024 school year, all content area staff will be expected to schedule and implement their small group instruction with consistency

Hire staff as enrollment increases to focus on hard to engage students to ensure that all students can receive a high level of case management based on their needs

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: The end of the first 9 weeks or when enrollment increases, new staff will be hired to better engage students

#2. Graduation specifically relating to Graduation

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Many of our students come to Acceleration Academies still needing to pass state assessments in order to earn their high school diplomas. It is imperative that students who need to pass these state tests are exposed to the material presented so that they are successful. Without sufficient test prep and/or exposure of the test and skills presented on the tests, students will not be able to earn scores needed to pass and earn their high school diplomas.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2023-2024 school year, 80% of those students who need state testing will participate, which will increase the overall graduation rate by 5% over the 2022-2023 school year.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Guidance counselor will identify scores of current students as well as those students who enroll throughout the year. Guidance counselor will develop a testing tracker to ensure that all students are tested as necessary. Students who have earned a Level 1 will be offered the opportunity to attend weekly test prep sessions with ELA/Math teacher and/or tutor. Students will be scheduled for all available testing windows and tests necessary to earn a diploma. As necessary, students will be given a diagnostic test (ExactPath) which will develop a LearningPath to develop skills required to improve test scores.

Person responsible for monitoring outcome:

Paige Latham (platham@accelerationacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To ensure that all students have every opportunity to take state tests as well as are given the skills necessary to improve scores on those tests, Acceleration Academies will 1) review testing data of all current students as well as those who enroll throughout the year to determine what tests are needed for graduation; 2) review test scores and add ExactPath/LearningPaths for students who have scored a Level 1 or a low Level 2 as necessary; 3) offer the opportunity to attend weekly test prep sessions with ELA/Math teacher and/or tutor; 4) develop a testing tracker to ensure that all staff know which GCs need to test in order to earn a diploma. Math and English teachers will participate in 2 days of online Professional Learning for teachers with a focus on ACT test taking strategies and content

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring that staff is aware of which students need to test allows for messaging and scheduling for ample time for students to come onsite for testing purposes. Offering small group instruction for test prep as well as ExactPath and LearningPaths develop skills necessary to pass state tests help to ensure higher levels of success and graduation rates.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review testing data for current and new students to ensure that scores are accounted for

Person Responsible: Laura Husnander (lhusnander@accelerationacademy.org)

By When: Within 3 weeks of the start of the school year and 1 week after a new student enrolls, test requirements will be reviewed

Prepare testing tracker the presents data on which students must take state tests in order to earn a high school diploma

Person Responsible: Laura Husnander (lhusnander@accelerationacademy.org)

By When: Within the first 3 weeks of school starting and as needed as new students enroll

Develop and implement a schedule of content area test prep provided by certified teachers and/or tutors at least one time per week per site

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: Within the first 3 weeks of school starting, small group instruction with test prep will be implemented onsite

Add ExactPath and LearningPath to Edmentum dashboard based on previous FSA/EOC scores

Person Responsible: Laura Husnander (lhusnander@accelerationacademy.org)

By When: Within the first 3 weeks of school starting and as needed as new students enroll

Ensure that messaging about onsite testing is sent 2-3 weeks before a window opens and throughout the testing window so that students can prepare for testing

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: 2-3 weeks prior to any testing window

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The vast majority of students at Acceleration Academies struggle with attendance, especially onsite attendance versus virtual attendance. Onsite attendance is a data point monitored by the Network at the site level as it helps to develop good work habits, relationships, and stronger engagement with the learning process. It is important that Acceleration Academies fosters a positive culture and environment for its students as they often come to us because they are disengaged from the high school experience. If our students do not feel comfortable and welcomed in the learning environment that we provide, they are less likely to come onsite and less likely to stay engaged in their courses.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

During the 2022-2023 school year, the average weekly onsite attendance was 33%. During the 2023-2024, the average weekly onsite attendance will increase by 5-10%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Daily onsite attendance is monitored through Incite and daily data tracker. During weekly data huddles with site leadership and Network staff, onsite attendance data is reviewed and strategies discussed to increase this data point. During weekly site staff huddles, St. Lucie Acceleration Academies staff will discuss means to increase onsite attendance and implement plans to reach the desired outcome.

Person responsible for monitoring outcome:

Paige Latham (platham@accelerationacademy.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Various interventions will be used to improve onsite attendance, including setting the expectation early in the year via communications with parents/guardians as well as during Orientation when new students enroll. Incentives for being onsite will be offered through progress monitoring and goal setting. Small group instruction will be available for students who need extra assistance accessing the material presented in the online curriculum. Community partners will conduct onsite programs for various purposes to help drive onsite attendance. Students will be provided the opportunity to visit local colleges/universities to better cultivate an environment of high expectations and a variety of postsecondary options.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Communication with parents/guardians and setting the expectation early help to ensure that various stakeholders understand the onsite attendance requirement and its importance. Setting goals and monitoring progress towards those goals while onsite provide an opportunity for engagement while promoting interactions between staff and students. Offering small group instruction for students supplements the material in the online curriculum while fostering a deeper understanding of the content, promoting appropriate peer interactions, and cultivating relationships between staff and students. Offering programs provided by community partners offers another incentive for onsite attendance that is not necessarily academically related, but still serves social-emotional purposes for the students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensure that all staff understand the onsite attendance requirement and are able to articulate that during Orientation and throughout enrollment

Person Responsible: Jack Kelley (jack.kelley@stlucieschools.org)

By When: Within one week of the start of the school year

Develop and implement incentives for onsite attendance that are based on progress towards goals and are meaningful to the students

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: Within 3 weeks of the start of the school year, students will be surveyed to determine what incentives would be meaningful and implementatio of the incentives

Develop and implement a schedule of content area small group instruction provided by certified teachers and/or tutors at least one time per week per site

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: Within the first 3 weeks of school starting, content area small group instruction will be implemented onsite

Connect with community partners to discuss, plan, and implement various programs within the sites to promote social-emotional learning and onsite attendance

Person Responsible: Paige Latham (platham@accelerationacademy.org)

By When: Within the first 3 weeks of school, programs will be developed to be implemented throughout the school year

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Site leadership will collaborate with both district and Network leadership to review pertinent data to graduation rate, a data point that impacts both site and district success. After reviewing graduation rate data compared to the district and the state, and analyzing past data trends for St. Lucie Acceleration Academies it has been determined that the areas for improvement that will have the greatest overall impact on graduation rate are attendance as determined by engagement and progress and passing rates on state testing. Data from both the district and Network sources show that having a Graduation Coach to ensure that students in cohort have the supports they need to graduate on time. A Graduation Coach would focus on ensuring onsite attendance, engagement, and test prep for those in cohort students who are expected to graduate on time. For that reason, a significant portion of the funding will be allocating to that position. Other resources will be allocated towards test prep and ensuring high numbers of onsite attendance to help drive course completions and test prep, ultimately improving the overall graduation rate.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

<https://www.accelerationacademies.org/our-locations/florida/stlucie-county/>

Each month, Acceleration Academies will hold a Family Night for enrolled students. During the first Family Night, pertinent information will be shared with families in attendance and sent in an email blast to the families of all enrolled in both English and Spanish. The same email will be sent to district leadership and community partners. Updates will be added to the website and progress will be disseminated to families during Family Night. Progress will be disseminated to Network and district leadership during weekly/month check-ins.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Acceleration Academies will implement a monthly Family Night that includes community partners as well as staff members to foster positive relationships with parents and families. During the Family Nights, parent/guardians will be able to learn more at SLAA and their student's progress, speak with the guidance counselor regarding remaining credits and testing requirements, meet with the local college regarding enrollment and financial aide, and have the opportunity to meet with various community partners (recruiters, CareerSource, etc) to learn more about post-secondary options. Ensuring that all of these pieces are in place are integral to the success of the students at Acceleration Academies and will help to drive participation in academics, testing, and graduation.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The implementation of small group instruction to the weekly schedule at Acceleration Academies that focuses on both content and test prep will help to ensure that all students can be reached through a particular mode of delivery. The focused support of the teachers in a more traditional classroom setting may help a subset of students who struggle with strictly online curriculum.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

During Family Nights, community partners will be included to offer support services including career training, military recruitment opportunities, and connections with the local college to offer a variety of postsecondary options for the students at Acceleration Academies.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Student Engagement				\$59,951.77
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	130	0212 - Acceleration Academy	UniSIG	0.6	\$33,413.06
			<i>Notes: Salary for .6 FTE for a graduation coach to help support onsite attendance/ engagement and ensure that students are staying on track towards graduation</i>			
	6120	210	0212 - Acceleration Academy	UniSIG		\$4,532.53

			<i>Notes: Retirement - calculated at 13.57% for certified teacher.</i>			
	6120	220	0212 - Acceleration Academy	UniSIG		\$2,555.18
			<i>Notes: FICA - calculated at 7.65% for certified teacher</i>			
	6120	231	0212 - Acceleration Academy	UniSIG		\$4,680.00
			<i>Notes: Group insurance - benefit calculated to \$7800 per FTE.</i>			
	6120	240	0212 - Acceleration Academy	UniSIG		\$720.00
			<i>Notes: Workers' Comp - benefit calculated at \$1200 per FTE per.</i>			
	5100	510	0212 - Acceleration Academy	UniSIG		\$3,442.25
			<i>Notes: Student supplies - binders for student notes and data tracking, composition notebooks, dry erase markers, pens, pencils, highlighters for student engagement.</i>			
	5100	644	0212 - Acceleration Academy	UniSIG		\$7,088.75
			<i>Notes: Technology - chrome books for students to access their personalized learning and work towards their graduation requirements at \$283.55 x 25 computers.</i>			
	5100	642	0212 - Acceleration Academy	UniSIG		\$3,520.00
			<i>Notes: Student Supplies- Ti-84 calculators for students to use during math instruction for Algebra and Geometry \$110 x 32 = \$3520</i>			
2	III.B.	Area of Focus: Graduation: Graduation				\$1,977.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	0212 - Acceleration Academy	UniSIG		\$1,977.00
			<i>Notes: Registration - 2 days of online Professional Learning for teachers with a focus on ACT test taking strategies and content mastery through ACT for 3 teachers at \$659 per teacher.</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Other				\$6,855.98
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7800	390	0212 - Acceleration Academy	UniSIG		\$6,855.98
			<i>Notes: Transportation for a day trip to tour the campus of Florida Atlantic University and University of Central Florida to cultivate a campus of acceleration to college. 2 trips at \$3000 = \$6,000 Transportation for a day trip to Indian River State College at \$855.98.</i>			
					Total:	\$68,784.75

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No